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# Reading Matters!

*From the desks of the Early Literacy Coaches*

## Phonemic Awareness: Sound Isolation

What is sound isolation? Sound isolation refers to the identification and production of beginning, ending, and middle sounds in oral words.

### Initial Sound Isolation

#### Sound Vacation

- Explain to the students that today they are going on a class trip. They can only pack items that begin with a specific target sound. For example the teacher might say, "Let's go to the beach. What can we pack in our suitcase that begins with /s/?"
- Students take turns choosing from an assortment of picture cards. They place pictures that begin with the targeted initial sound in a suitcase.

### Initial, Final, and Medial Isolation

#### Isolation and Music

- Model how to identify/find beginning, middle, and ending sounds of words.
- Review the tune, "Old MacDonald."
- Introduce new words to the song and have students identify beginning, middle, and ending sounds in words by changing sound tasks in the song.

#### "Old MacDonald" Isolation Song

What's the sound that starts these words, *Sandwich, soap, and seal*?

/S/ is the sound that starts these words, *Sandwich, soap, and seal*.

With a /s/, /s/ here,

And a /s/, /s/ there,

Here a /s/,

There a /s/,

Everywhere a /s/, /s/.

/S/ is the sound that starts these words, *Sandwich, seal, and soap*.

Repeat with ending sounds.

Repeat with middle sounds.

### Initial and Final Sound Isolation

#### Sound Snacks

- Choose a fun snack like M&M's, Cheerios, or raisins.
- Give each student two cupcake liners. Label one with the letter *b* to represent beginning sounds and the other with the letter *e* to represent ending sounds.
- Students listen for beginning or ending sounds in spoken words. For example, "Where is the /p/ sound in *pig*?"
- Students place a snack bite in the appropriate sound liner. For example, students place one Cheerio in the *b* labeled liner.
- Challenge higher-level thinkers with words like *pap*, which require them to put a snack bite in both sound liners.

"The greatest gift is a passion for reading."

-Elizabeth Hardwick

## Phonics and Word Identification

What do you think of when you hear the word phonics? Do you think of the old phrase "sounding out words?" The truth is, phonics refers to how alphabet spellings relate to speech sounds (letter-sound relationships) and how this knowledge can be used to identify words in print.

### Phonics Fun!

#### Phonics Fish

(or Foniks Phish?)

**Skill:** Students use their growing awareness of phonics sounds and letter patterns to construct words.

**Supplies:**

- A deck of word cards. (Cards should contain examples of at least 3-4 already taught phonetic patterns. Examples: beginning consonant sounds, r-controlled vowels, clusters, digraphs, rime families, and etc.)

**How to Play:**

- Deal five cards to each player.
- Place the remaining cards facedown in the middle.
- Take turns. Each child asks another if he/she is holding a particular sound or pattern. For example, "Jim, do you have any words with the /sh/ sound?"
- Cards with matching patterns (2 or more) get placed face-up in front of the student asking the question.
- The first student to get rid of all his/her cards wins the game.

**Resource Websites:**

[www.readingrocket.org](http://www.readingrocket.org)  
[www.edhleper.com/phonics/Phonics.htm](http://www.edhleper.com/phonics/Phonics.htm)

#### Take the Quiz!

1. The word *chuckle* is broken into syllables between \_\_\_\_ and \_\_\_\_.
2. The *a* in *chuckle* has an \_\_\_\_ controlled sound, and the *e* is \_\_\_\_.
3. In the word *small*, \_\_\_\_ is the onset and \_\_\_\_ is the rime.
4. *Ch* in the word *chair* is known as a \_\_\_\_.
5. The letter *c* in the word *city* has a \_\_\_\_ sound, and in the word *cow* has a \_\_\_\_ sound.
6. The letters *bl* in the word *blue* are referred to as a \_\_\_\_.
7. The underlined vowels in the words *author* and *spread* are known as vowel \_\_\_\_.
8. The words *tag*, *run*, and *cot* fit which vowel pattern?
9. The word part *work-* in the word *working* is known as a \_\_\_\_.
10. The word part *-ing* in the word *making* is known as a \_\_\_\_.
11. Teaching students the meaning of prefixes, suffixes, and root words is a part of a word attack skill known as \_\_\_\_.
12. *Writers often provide \_\_\_\_ which help readers discover the meaning of unknown words in print.*

\*\*\*Information taken from *The Essentials of Teaching Children to Read*, by D. Ray Reutzel and Robert Cooter, Jr.

Answers: (1) r & k (2) r & silent (3) sm-&-all (4) digraph (5) soft & hard (6) consonant blend (7) digraphs (8) CVC (9) root or free morpheme (10) suffix or bound morpheme (11) structural analysis (12) context clues

"If you can read this, thank a teacher."  
-Anonymous

"All kids need is a little help, a little hope, and somebody who believes in them."  
-Magic Johnson